



— INSTRUCTION MANUAL

Kid Fit

Kid Fit encourages physical activity through a mix of active play, active transportation, sports and structured physical activity.



A special thank you to:



This project was in part funded by the
Province of Ontario as part of the Healthy Kids
Community Challenge from 2015-2018

Welcome to the Kid Fit Program!

Kid Fit will focus on the fundamental skills of physical literacy.

WHAT IS PHYSICAL LITERACY?

"Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic and sport situations." (*A Hop, Skip and a Jump: Enhancing Physical Literacy 2nd edition*)

To be more specific, the whole idea of physical literacy is to be able to become "literate" i.e. master a specific skill, practice it in a variety of contexts. Then transition to becoming "fluent" in that skill and apply it to situations like organized sports.

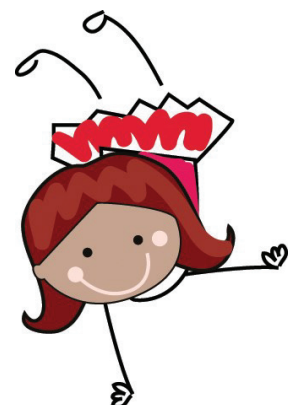
For example:

If you were to focus on the skill of throwing, first you would need to learn how to throw (how to hold the ball, where to put your feet, how to step to get momentum and how to release the ball properly) this would make you "literate".

Next, you would need the opportunity to practice this skill without pressure (playing catch with friends, throwing a ball against a wall, using a variety of different sizes and shapes of balls, playing co-operative games that involve throwing—water balloon toss, hot potato, etc). It is amazing how much confidence can be built by allowing children the opportunity to practice.

Finally, in order to become "fluent" you would need to apply the skill to a situation like playing baseball or dodgeball.

If children can become physically literate it will help build confidence. Once confidence is built children will be far more likely to choose to participate in activities that involve the skills they have mastered. Ultimately this will result in children being far more likely to continue to use these skills as they grow and become adults.



THINGS TO REMEMBER

- Read the curriculum thoroughly ahead of time!
 - Get familiar with the equipment provided (listed below) — try it out yourself!
 - There will be information for you the instructor each week as well as information for you to share with the students (indicated in green indented sections).
 - If you require any extra materials please contact your Director
 - Have fun!
-

YOUR EQUIPMENT BIN/BAG WILL INCLUDE:

- 6 balance cushions
- 12 sponges
- 24 foot discs
- One balance maze
- 12 bean bags
- Electrical tape in various colours
- One ball pump
- 15 pylons
- 12 mini soccer balls
- 12 foam balls
- 1 medium textured ball
- One blender
- Large mixing bowl and a wooden spoon
- Zipper pouch with file folder, red & blue pens, laminated balance poses and 6 laminated targets
- 12 pre surveys and 12 post surveys
- One master activity tracker and 12 individual activity trackers
- 12 water bottles



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WEEK

1

Intro to Kid Fit

Before your club starts today, please fill out all the dates on your master activity tracker found in the large passport labelled "Kid Fit Group Activity Tracker." Also, you will need to make sure you have an appropriate space to play "*On, In Front, Behind the River.*" For this, you will need three parallel lines on the floor about 6 feet long and about 2 feet of space between each line (if available, use the lines on the gym floor—if not, use the masking or electrical tape provided). See full instructions on the following page.

Be sure to begin by introducing yourself and letting the children in your club introduce themselves as well.

Welcome to Kid Fit! In this club, we will be learning the importance of being physically active each day and keeping ourselves healthy. We are going to start by completing a quick survey.

Hand out a survey to each student, have them put their name on the top. Help the children answer any questions they may have but don't lead them at all with question number 5.

Be sure to collect all the surveys after they are complete and keep them safe in your zipper pouch as we will need them again at the very end of the club!

Next you will need to hand out one activity tracker to each student (the half size version on coloured paper), be sure to have your master tracking sheet ready as well as today will be your first recording!

Note: *The first day on your tracker will be today, so depending on the day your weekly calendar may run from a Tuesday to a Tuesday, or a Wednesday to Wednesday, etc.*

Thank you for completing the survey! Now we are going to take a look at our very own activity trackers, please write your name on the front and open it to the first page. We are all going to start tracking our physical activity every day starting today, lets write the dates in for this week.

While the children fill out the dates for the week in their own trackers, write everyone's name, including your own, onto your master tracker. Have a conversation about what activities your students have participated in today—yourself included! Record them in the master tracker as shown in the example on pg 1, and ask the kids to record their own activity in their own trackers.

WEEK 1: INTRO TO KID FIT

In your survey it talked about "Run. Jump. Play. Everyday."

Who thinks they can explain what this means?

"Run. Jump. Play. Everyday." is the simple idea that being active everyday is important. Being active and participating in activities can range from gym class, walking in the park, playing outside with your friends, to participating in a sport. Let's brainstorm what other things would count as being active.

Record the group's ideas on page 11 in your master tracker.

We will place a red check mark in each day of our master tracker that we participate in any of the ideas we just brainstormed together.

You can choose whatever symbol you would like to track your own activity in your individual activity tracker (star, swirl, etc). Let's start with today, who has participated in something active today? What was it?

While the students place checkmarks in their trackers if they were active today, place a checkmark for each child that was active on your master tracker. Were you active today? Give yourself a check mark if the answer is yes.

It is important to be honest with this and it is ok to not get a check mark today. We will be looking to see if we can increase our number of checkmarks per week as we go through the club!

Have everyone sit their activity trackers off to the side for safe keeping, now it is time to introduce our first skill—balance!

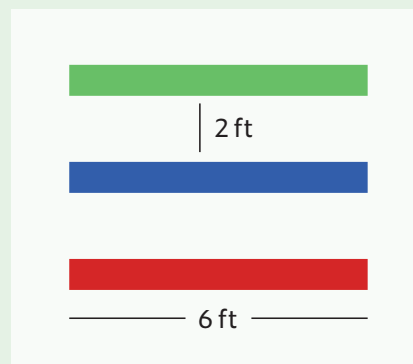


MAIN GAME ON, IN FRONT, BEHIND THE RIVER

1. Everyone starts by standing on the river (the middle line shown in blue in the image) facing the red line. The red line is “in front” of the river. The final line is shown in green, this is “behind” the river.

2. The game begins when the instructor calls out where they want the group to stand (eg. “In front of the river!” → All the students must then jump from the river and land in front of the river.)

3. The game continues as the instructor continues to call out where to stand (“On the river”...“Behind the river”...“In front of the river”...“On the river!”). The faster you call, the harder it will be to hop back and forth!



Play for one minute then stop to debrief.

How did we find that? Was it challenging to balance?

Was it easier or harder when we started moving faster?

What are some things we could do to make balancing easier?

(Pick one spot to look on the floor; extend our arms to help)

Which muscles should we hold tight to help with our balance?

(Core and back!)

Play the game one more time — this time, part way through, ask the students to try it balanced on one foot!

If there is still time left, you can either continue to play “On, In Front, Behind the River” or you can play a game of “Line Tag” or “One Legged Tag” (directions on following page).

Note: Remind students to bring their personal activity trackers home and to track their activity everyday!



OPTIONAL GAME LINE TAG

1. Choose one student to be "it".
2. Have all the students stand on a line on the gym floor.
3. The game begins when the instructor counts down from three then says go!
4. The student who is "it" chases the other students, **but all the students can only travel on the lines on the floor!**
5. If the student who is "it" catches another student—that student is "it", everyone freezes, the other students have a 3 second get away and the game continues.

OPTIONAL GAME ONE-LEGGED TAG

This is a simple game of tag where one student is "it" and they chase the other students, if they catch someone that person becomes "it". **But there is a twist!** All students can only move around on one leg!



WEEK
2

Balance and Water Consumption

Before your club starts today, please be sure to test out the balance cushions and foot discs yourself. If any of the balance cushions need a bit more air you can pump them up with the foot pump (*Please be sure to not overfill them! They should still be a bit squishy*).

How was everybody's week? Did everyone have the opportunity to get out and be active? Let's take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite?

(Be sure to include your own activity!)

Last week we played some games that tested our balance. Does anyone remember some of the tricks we used to help us with balancing? (Pick one spot to look on the floor, extend our arms to help)

Which muscles should we hold tight to help with our balance? (Core! And back!)



What is balance?

The ability to maintain the line of gravity with minimal sway

What are some benefits of balance?

Helps posture, strengthens core and increases overall stability

Have the group try a quick balance test:

- Stand up and place one foot in front of the other (heel to toe)
- Hold that position and close eyes (try and hold for 30 sec without wobbling)

Be sure to demonstrate each of the following, then have the students try:

Can you balance on one foot?

What about the other foot? Is one easier than the other? Can you balance on your bum in a V-sit?

Can you balance in a plank? What about with only one leg? One arm? One leg and one arm?

Give all of these a try with your eyes closed!

WEEK 2: BALANCE AND WATER CONSUMPTION

Have the students get into pairs (you may need to participate to have even numbers) and hand each pair a balance cushion.

These are balance cushions; they can make balancing a bit more tricky! Before we try them out there are some safety things we need to know.

1. You can stand on the balance cushions, but when you are standing on them, please hold onto your partner's hands!
2. You can also sit on them.
3. Only try eyes closed if you are holding your partner's hands.
4. Please don't jump on the cushions because we do not want them to pop.

Let's try all the balance tests we just did but this time complete them with your partner while using the balance cushions!

Was balancing harder on the balance cushion? How come? Balance is far more tricky when you don't have a stable base! It causes us to use more of our core strength.

Hand out two foot discs to each student (4 foot discs per pair).

These are foot discs. We are going to be trying one more balance activity today with them – foot disc skating!

Be sure to demonstrate how to use the foot discs. If you are on a tile floor, or the gym floor, be sure to put the black side facing down. If you are on carpet, be sure to have the blue side facing down.

Place one disc under each foot, then using your core strength (and most other muscles!), slide your feet forward one after the other as if you are skating!

Start by having the students skate back and forth from one line to the other (you can create lines with masking tape or electrical tape if needed). If this is too challenging, allow the students to remove one of the discs so they have a steady foot to push off of, or you can give them pieces of paper instead as they may slide more easily.

Have the students put their foot discs off to the side and come and join you for a discussion about water.



WATER INTAKE

Our bodies are made up of mostly water; 60% of body weight which means every system in our body relies on water to function.

Benefits:

- Helps keep us cool (especially during exercise & hot/humid weather)
- Flushes toxins (unwanted substances) out of vital organs
- Carries nutrients to our muscles
- Provides moist environment for ear, nose and throat tissue (which helps when sick)
- Prevents dehydration:
A lack of water will lead to dehydration which negatively affects the body's normal functions. This can lead to extreme thirst, tiredness, headache, and dizziness.

It is extremely important to drink water before, during and after being active to help eliminate the risk of dehydration!

Fun fact: Your urine colour can tell you if you may be dehydrated; clear or a little yellow means not dehydrated.

From today on we will also be tracking our water consumption in our activity trackers, we will show this with a blue check mark.

Pull out the group activity tracker to add blue check marks to anyone who has consumed at least one bottle of water today.

Did you know that children your age should be consuming about 5 glasses of water per day? A water bottle is equivalent to 2 glasses of water.

I have something for everyone to take home today – YMCA water bottles!

We should all be trying to drink about 3 of these per day – let's help challenge each other for the next 6 weeks!

If you have time left over allow the students to continue to experiment with the balance cushions and foot discs. They can even have skating races!

Note: Remind students to continue to track their own activity and water intake in their activity trackers at home everyday!



WEEK
3

Smoothies and Intro to Throwing

Before your club starts today please be sure to have all the ingredients you will need to make your smoothies as well as cups, straws, measuring cups and blender.

How was everybody's week? Did everyone have the opportunity to get out and be active? Lets take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

(Be sure to include your own activity and water intake! Remember everyone gets a red check mark on Kid Fit day!)

This week we are going to be making smoothies! Has anyone ever had a smoothie before? What is your favourite kind of smoothie?

RECIPE SMOOTHIES

Ingredients, per person*

- 1/2 cup of vanilla yogurt
- 1/2 cup of blueberries
- 1/2 banana
- 1 cup of water

Equipment

- 1 cup per person
- straws
- measuring cups/spoons
- blender

Directions

- Add your ingredients to the blender; yogurt, berries, banana, water
- Blend and enjoy!
- If your smoothie is a bit thick, you can slowly add more water

** You can make more than one serving at a time*



THROWING

Now that we are fueled with a healthy snack we are going to do some throwing. How do we overhand throw? Can anyone explain the steps?

1. Put your weight on your back foot
2. Bend your throwing arm behind your head
3. Step forward with your non dominant foot
4. Rotate your hips and then your upper body
5. Swing your throwing arm
6. Release the ball in front of your head with your arm stretched
7. Follow through—point your hand towards the target

Be sure to demonstrate!

Have the students get in pairs and practice throwing the tiny foam balls or bean bags back and forth to each other. You can also pull out your laminated targets and have students aim at them.

Note: Remind students to continue to track their own activity and water intake in their activity trackers at home everyday!





Throwing and Intro to Catching

Before club starts, be sure to set up your space, *you will need to have all 6 targets up on the wall spaced out and at a variety of heights*. Each target will need a couple different lines on the ground where the students will stand to throw the ball at the target, these lines can be close, far away, to the left or to the right.

We want to give the students the opportunity to practice a variety of throwing situations to help develop the skill. You should also crumple up about 10 pieces of paper into balls to add to the variety of throwing options.

Welcome back! We are already at week 4, halfway through the club!

How was everybody's week? Did everyone have the opportunity to get out and be active? Lets take a minute to fill out our group activity tracker.

What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

Be sure to include your own activity and water intake! Remember everyone gets a red check mark on Kid Fit day!

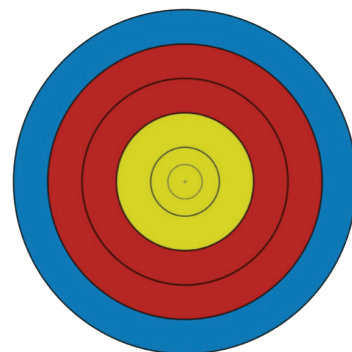
Does anyone remember the steps to throwing from last week? Would anyone like to demonstrate?

As the instructor please make sure you also demonstrate.

1. Put your weight on your back foot
2. Bend your throwing arm behind your head
3. Step forward with your non dominant foot
4. Rotate your hips and then your upper body
5. Swing your throwing arm
6. Release the ball in front of your head with your arm stretched
7. Follow through—point your hand towards the target

WEEK 4: THROWING AND INTRO TO CATCHING

We are going to start by doing some target practice, you can choose whatever type of ball you would like (foam ball, bean bag, crumpled paper, etc) and rotate around trying to hit the targets from the different throwing lines. You can switch your ball whenever you choose so you can try them all!



Allow the target practice to continue until all the students have had the opportunity to throw at all the targets. Then debrief.

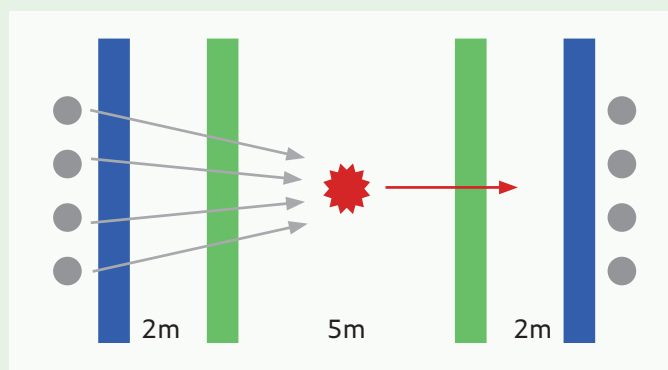
Which balls were easier to throw? Did you have to change the way you threw depending on which ball you were throwing? (Maybe we had to rotate more with the lighter balls so we could throw them harder) Was it easier when the line was right in front of the target or off to the side? Why?

Now we are going to play "Hit the Target" and "Clean Your Room".

MAIN GAME HIT THE TARGET

1. Split the students into two groups.
2. Use tape to mark two parallel lines (*shown in green*), about 5 meters apart across the middle of the activity space (you can also use pylons).
3. Each team stands at least 2 meters behind the parallel line (*shown in blue*) on their side of the activity space—the two metre distance can be marked with pylons.
4. Place the large spiky ball between the two parallel lines.
5. Each student gets a small foam ball.

6. The object of the game is to throw the small foam balls at the large spiky ball to try and get it over the parallel line on the opponents side of the activity space.
7. The game begins when the instructor says go!



MAIN GAME CLEAN YOUR ROOM

1. Establish a center line in the middle of your activity space.
2. Split the group into two teams and have them stand on opposite sides of the middle line.
3. Dump all of the balls (small foam balls, bean bags, crumpled paper, the large spiky ball, you can even throw out the sponges) onto the center line,
4. The object of the game is to keep your "room" (side of the activity space) cleaner than the other team's room. You do this by throwing any balls that come into your room into the other team's room!

Note: *Throws should be below the waist in height, and remember we aren't trying to hit our opponents, we are just trying to keep our room clean.*

5. The game begins when the instructor says go!

6. Play for two minutes, the winner is the team that has the least amount of throwing objects in their "room".

Round Two

7. Place all the balls back onto the centre line

8. This time you can only use your non-dominant hand!

9. The game begins when the instructor says go!

Which version did you find more challenging?

Were you using the proper technique when you were throwing?

How was your technique with your non-dominant hand?



CATCHING

Most activities that require throwing also require catching. Would anyone like to demonstrate how to catch? What are the steps?

As the instructor, please make sure you also demonstrate.

1. Keep your arms in front of you, elbows slightly bent with your hands ready
2. Watch the ball
3. Reach towards the ball
4. Catch the ball with both hands
5. Give the ball a hug as you pull it towards your body

With the remaining time, have the students get into pairs and play catch with a ball of their choice! They can experiment with how close or far together they stand, maybe they want to play catch in a group of three or four!

Note: Remind students to continue to track their own activity and water intake in their activity trackers at home everyday!



WEEK 5

Throwing, Catching, & Kicking

Before club starts be sure to set up your space, you will need to set up two rectangular playing areas using pylons as outlined in "Catch It" below.

How was everybody's week? Did everyone have the opportunity to get out and be active?

Let's take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

To get started, we are going to play a quick game that uses the catching and throwing skills we have been working on.

MAIN GAME CATCH IT

1. The instructor divides the students into 2 teams.
2. Using cones, the instructor marks a rectangular "zone" for each team measuring approximately 4x5 metres.
3. Each team must stay in their own zone.
4. Zones can be 5-10 metres apart depending on available space and skill levels.
5. One team throws the ball (small foam ball—you can switch to a beanbag part way through) to the other team's zone in an attempt to hit the floor in their opponent's zone.

Scoring

6. *If the ball hits the ground, the throwing team scores a point.*
7. *If the receiving team catches the ball, they score a point.*
8. *If the ball is thrown outside of the receiving team's zone, the receiving team scores a point.*

Additional Rounds

9. To make the game more challenging, a second ball/bean bag can be added.

KICKING

Now we are going to talk about the skill of kicking, does anyone want to demonstrate and walk us through the steps of kicking?

As the instructor, please make sure you also demonstrate.

1. Stand behind the ball
2. Step forward with your non kicking foot and plant it
3. Kick with the inside of your dominant foot
4. Watch the ball

Ask the students to find a partner and grab a soccer ball, we are going to practice kicking the ball back and forth to each other.

How many ways can you kick the ball?

Can you use your toe?

Can you use your heel? The inside of your foot? Can you use the outside of your foot?

Can you kick with your non-dominant foot?

What method was the easiest?

Which one was the most challenging?

Now we are going to get back into our pairs to continue to kick the ball back and forth, but this time we are going to work on how to stop the ball.

How can we stop the ball?

Block it with your feet? Put your foot on top? Use your hands?

Keep the students in their pairs and line up 6 pylons about 15 feet from the line of students. Have 6 students at a time kick their ball and try to knock over the pylon—if they are successful, have them set up the pylon again and pass the ball to their partner so they can try. Once everyone has done this successfully, you can set it up as a bit of a race – try to be the fastest pair to knock down your pylon 8 times (4 times per person).

Use any remaining time to practice kicking at various pylons as targets—you can even post some of the laminated targets at low heights on the gym walls.

Note: Remind students to continue to track their own activity and water intake in their activity trackers at home everyday!

WEEK
6

Trail Mix and Games

Before your club starts today please be sure to have all the ingredients you will need to make your trail mix as well as a mixing bowl, large spoon, measuring cups and Ziploc bags.

How was everybody's week? Did everyone have the opportunity to get out and be active?

Let's take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

Be sure to include your own activity and water intake! Remember everyone gets a red check mark on Kid Fit day!

This week we are going to be making trail mix!

Has anyone ever had a trail mix before? What did it have in it?



RECIPE TRAIL MIX

Ingredients (for one large group batch*)

- 1/2 box of Chex (could substitute Shreddies)
- 1 cup of chocolate chips (half a 12 oz bag)
- 2 cups of pretzels
- 2 cups of raisins (could substitute Craisins or other dried fruit)

Equipment

- 1 Ziploc per person
- Measuring cups/spoons
- Large mixing bowl
- Large mixing spoon

Directions

- Add your ingredients to the mixing bowl
- Mix and enjoy!

** This recipe makes one large batch so you will need to distribute it evenly into ziplocs so each student can bring some with them*

WEEK 6: TRAIL MIX AND GAMES

Use any remaining time to practice the skills you have developed by playing a sport!

If you have the space, set up a game of "Soccer Baseball".

If you are in a smaller space, set up some of the activities from the past weeks.

MAIN GAME SOCCER BASEBALL

Setup

1. Divide the players into teams:
Batters and Outfielders

2. Mark 3 bases and a home plate.

Rules

The rules are similar to baseball except that the players use a soccer ball.

3. The ball is rolled by the Pitcher and kicked by the Batter.
4. The Pitcher rolls the ball towards the Batter (standing at home plate).
5. The Batter kicks the ball into the outfield within the 1st and 3rd baselines.
6. The Batter immediately starts to run to as many bases as possible. A Batter is safe if he gets to the base before the ball.
7. The Outfielders try to get the Batter out by getting the ball (run it, throw it or kick it) to the base before the Batter.
8. If the Batter misses kicking the ball or kicks it out of bounds, it is a strike. After 3 strikes the Batter is "out" and another Batter goes to bat.

9. A Batter is also "out" if an Outfielder does any of the following:

- a) Catches the kicked ball before it touches the ground.
- b) Touches the Batter with the ball when the Batter is not touching a base.

10. If a Batter is running to 2nd or 3rd base and there is not another Batter on the base behind him, he can try to return to that base. The Outfielders will try to touch him with the ball to get him "out".

11. When 3 Batters are "out", the teams change positions.

12. A point is scored every time a Batter crosses home plate. **The team with the most points wins.**





Balance, Throwing, & Catching

Before club starts be sure to set up your space, be sure to read through all of the games for today so you have the appropriate supplies ready.

How was everybody's week? Did everyone have the opportunity to get out and be active?

Let's take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

Be sure to include your own activity and water intake! Remember everyone gets a red check mark on Kid Fit day!

Now that we have talked about and practiced the four main skills that we are going to focus on (balance, throwing, catching, and kicking), we are going to do some activities that use a combination of these skills!

Provide a brief reminder of the different skills – have the children state why balance is important and what is it, how to throw/catch properly and how to kick properly. You can have students demonstrate the skills, but be sure to demonstrate them yourself as well.

Now we will be playing a couple of games the use a variety of skills. First up is the game "Throw and Catch in a Circle."

MAIN GAME THROW AND CATCH IN A CIRCLE

1. Students stand in a circle.
2. One student starts with the ball. (you can use the small foam ball or the large spiky one)
3. The student throws the ball to anyone except the child on either side of them.
4. The thrower then runs round the circle to the catcher's position, while the catcher throws and runs.
5. The game continues for 2 minutes
6. If the students enjoyed the game, repeat it — this time try only using your non dominant hand!

WEEK 7: BALANCE, THROWING & CATCHING

| Next up we are going to play "Catchers against Runners"

MAIN GAME CATCHERS AGAINST RUNNERS

1. Students stand in a circle.
2. The student with the ball throws it to one of the adjacent players, and then runs all the way around the circle back to their place.
3. Meanwhile, the other students throw the ball between them and count how many catches they can make before the runner gets back.
4. If the first pass from the runner is dropped, the runner starts again.
5. If the students enjoyed the game, repeat it — this time try only using your non dominant hand!

| Now we are going to practice some new balance poses!

Have the balance poses (*next page*) posted around the room as rotations and plan for 5 minutes per rotation. Be sure to have a conversation about safety before you begin!

- If you are standing on a balance cushion or on the bosu maze you need to have a partner standing in front of you holding your hands.
- When performing any of the balance positions you should always have a partner close by in case you need a hand!

As the instructor you need to make sure you are rotating around and paying close attention, especially to the rotations with the balance cushion and bosu ball maze.

Split the students into 4 groups (as long as there is enough children that each group has enough for partners—if not decrease the number of groups).





ROTATION 1 MAZE BOSU BALL

- Challenge the students to complete the maze!
- Students can accomplish this by standing on it, or using their hands while on their knees (in a modified push up position)
- Remember to use a buddy!



ROTATION 2 TREE POSE

- Challenge the students to successfully hold the tree pose for as long as they can!
- Remember your foot should be above or below your knee but not right on the joint!



ROTATION 3 V-SIT

- Sit on the floor or on a balance cushion with your arms and legs up!



ROTATION 4 ON YOUR TIPPY TOES

- Practice standing up on your tippy toes
- You can try one foot or both feet on the balance cushion!
- Remember to use a buddy!

WEEK 7: BALANCE, THROWING & CATCHING

Once everyone has had the chance to complete all four rotations, it is time to play “Balance Catch”!

MAIN GAME BALANCE CATCH

1. Students stand in a circle.
2. Similar to the last couple of games, we will be throwing the ball around the circle, but this time we won't be running.
3. The instructor will call out a balance pose (one of the three we just practiced—you won't be using the balance maze in this game), and all the students will need to hold this pose.
4. While everyone is holding their pose, the game will begin with one student tossing the ball to another student in the circle—just not the child on either side of them.
5. If the catch or throw is missed, that student must complete two jumping jacks and get back into their pose!
6. If a student falls out of their balance pose, they also complete two jumping jacks and then join back in.
7. The instructor can call out new poses as the game continues!
8. To make it more challenging you can add in a second ball!

Variation

You can play a slight variation to this where you challenge the students to see how many successful throws and catches they can have without anyone in the circle falling out of their balance pose!

Before the end of this week, explain to the kids that there is only one more week of Kid Fit and we are going to end with bringing back all of our favourite activities and games! **Ask them what their favourite games/activities have been** from the club and be sure to make a note so you can play them next week!

If there is extra time allow the students to try out the balance maze again and practice any of their skills.

Note: Remind students to continue to track their own activity and water intake in their activity trackers at home everyday!



Final Week: Games and Survey

Before Club starts, be sure to set up your space; you should have a note from last week with the students' choices of their favourite games and activities from the club—keep these in mind while you are preparing. We will also be completing a relay race this week so ensure you have that set up and ready to go (see notes below on how this should be set up—please note it will be your choice on how to do this).

This is the final week of Kid Fit!

How was everybody's week? Did everyone have the opportunity to get out and be active?

Let's take a minute to fill out our group activity tracker. What types of activities did you participate in this week? What was your favourite? Did everyone consume at least one water bottle full of water during the school day?

Be sure to include your own activity and water intake! Remember everyone gets a red check mark on Kid Fit day!

We will be completing our post-surveys today before we start our games and activities. Remind the students about "Run. Jump. Play. Everyday".

Does everyone remember when we talked about "Run. Jump. Play. Everyday." ? Can anyone remind us what this means?

"Run. Jump. Play. Everyday." is the simple idea that being active everyday is important. Being active and participating in activities can range from gym class, walking in the park, playing outside with your friends, to participating in a sport.

Why is being active everyday important?

This will help keep us healthy, and it is important to be active when we are younger so our bodies can continue to allow us to be active as we get older!

WEEK 6: FINAL WEEK

Who can remind us about why we should drink water everyday? And how much water should we be consuming?

Students your age should be consuming about 5 glasses of water per day.

Our bodies are made up of mostly water; 60% of body weight which means every system in our body relies on water to function.

Benefits:

- Helps keep us cool (especially during exercise & hot/humid weather)
- Flushes toxins (unwanted substances) out of vital organs
- Carries nutrients to our muscles
- Provides moist environment for ear, nose and throat tissue (which helps when sick)
- Prevents dehydration:
A lack of water will lead to dehydration which negatively affects the body's normal functions. This can lead to extreme thirst, tiredness, headache, and dizziness.

It is extremely important to drink water before, during and after being active to help eliminate the risk of dehydration!

Hand out a post-survey to each student, be sure they put their names on them.

Once they are completed, please collect them back and put them with your pre-surveys.

Now it is time for a final skill challenge relay race!

Set up the relay race ahead of time if possible—do you best to include all the skills we have worked on (balance, throwing, catching and kicking) Be sure to include details on how you ran this on your feedback sheet!

Ideas

Balance on your toes for 10 seconds, throw the ball at a target, bounce the ball off the target and catch it, kick the soccer ball to knock over a pylon, etc

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Once the relay race is complete use the remaining time to play any of the favourite games that your children identified last week!

THANK YOU FOR PARTICIPATING IN KID FIT! REMEMBER TO STAY ACTIVE AND CONTINUE TO DRINK WATER EVERYDAY!

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